

ACADEMIC PERFORMANCE CORRELATE 1 – CURRICULUM

Correlate 1: The school develops and implements a curriculum that is rigorous, intentional and aligned to state standards.

Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
1.1 CURRICULUM	Meets criteria for a rating of “3” on this indicator plus:			
1.1a There is evidence that the curriculum is aligned with the Montana Content and Performance Standards and includes Indian Education for All and local tribal standards if applicable. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> Local curriculum documents/units of study/lesson plans Curriculum maps Staff member, student and parent/family member interviews School board policies School board meeting agenda and minutes Skills standards documents Professional resource materials 	The school or district initiates active collaboration among schools within the district to ensure alignment.	The implemented curriculum is directly based on and fully aligned with Montana’s standards documents and defines what all students should know and be able to do in all content areas.	The implemented curriculum is aligned with one or two of Montana’s standards documents. Essential knowledge, skills and processes are not sufficiently identified.	The implemented curriculum is based on resources (e.g., textbooks) other than Montana’s standards.
	The school or district initiates collaboration among schools to prioritize and sequence the curriculum to promote mastery of learning.	The content and sequence of the implemented and fully aligned curriculum promotes mastery of learning.	The implemented curriculum allows, but does not always intentionally promote, mastery of learning.	The implemented curriculum accomplishes only content coverage, rather than mastery of learning.
	The implemented curriculum is research-informed to ensure that it is age and developmentally appropriate and differentiated to address the individual learning styles of the school’s diverse student population fostering a complementary relationship across knowledge derived from diverse systems.	The implemented and fully aligned curriculum is intentionally age and developmentally appropriate and is culturally responsive reinforcing the integrity of cultural knowledge that students bring.	The implemented curriculum is sometimes age and developmentally appropriate and culturally responsive, but the effort is not intentional.	The implemented curriculum is not age and developmentally appropriate.
	The implemented curriculum is systemic, demonstrating strong connections within and among various content areas.	The implemented and fully aligned curriculum demonstrates the connections within and between different content areas; integrated interdisciplinary when possible.	Connections within or between content areas of the implemented curriculum are limited.	The implemented curriculum does not clearly identify connections within or between content areas or the connections are either inaccurate or insignificant.

[illegible]

Indicator	Ratings of Performance			
1.1b (continued)	4 Exemplary level of development and implementation	3 Fully functioning and operational level of development and implementation	2 Limited development or partial implementation	1 Little or no development and implementation
	Meets criteria for a rating of "3" on this indicator plus:			
	The school meets regularly with common grade level schools within the district to ensure horizontal articulation and cultural knowledge.	The school initiates and continues internal discussion among all teachers to ensure horizontal articulation and cultural knowledge.	The school initiates internal discussion to ensure horizontal articulation and cultural knowledge, but the effort is not sustained.	The school does not have internal discussion that ensures horizontal articulation and cultural knowledge.
	Designated school personnel facilitate formal curricular discussion on vertical and horizontal articulation and cultural responsiveness.	The school initiates and continues discussion with feeder/receiver schools to ensure vertical articulation and cultural responsiveness.	The school initiates discussion with the feeder/receiver schools to ensure vertical articulation, and cultural responsiveness, but the effort is not sustained.	The school does not discuss vertical articulation and cultural responsiveness with the feeder/receiver schools.

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DA	Meets criteria for a rating of “3” on this indicator plus:			
1.1c The district initiates and facilitates discussions between schools in the district in order to eliminate unnecessary overlaps and close gaps. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> • Curriculum documents and curriculum map • School and district curriculum meeting minutes • Documentation of professional days/release time • School board policies and meeting minutes • School and district staff member interviews 	The board of education adopts board policy requiring schools to fully implement the district process. The district provides support and follow-up to ensure implementation of the policy.	The district (in consultation with schools) develops, communicates and implements a systematic process, based on state and local standards, to eliminate unintentional curricular overlaps. The process is reviewed, monitored and revised for school improvement efficacy.	The district has developed, but has not fully implemented, a process to eliminate unintentional curricular overlaps.	The district makes no attempt to reduce unintentional curricular overlaps.

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DA	Meets criteria for a rating of “3” on this indicator plus:			
1.1d There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high). <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> School board policies and meeting minutes Curriculum documents School and district staff member interviews Meeting minutes Guidance materials 	The district provides equitable resources (e.g., stipends, substitutes, materials, transportation) to ensure successful transition planning for all students in all schools throughout the district and with other institutions.	The district systematically facilitates discussion within (e.g., from primary to 4/5, from grade 9 to grade 10) and between (e.g., from elementary to middle school, from middle school to high school) schools to identify key curriculum transition points. The process is fully developed, communicated and implemented.	The district occasionally facilitates discussion within and between schools to address key curriculum transition points, but the process is not systematic.	The district does not facilitate discussion within or between schools to identify key curriculum transition points

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1.1e The school curriculum provides specific links to continuing education, cultural awareness, life and career options. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> • 5YCEP • Units of study/lesson plans • Work-based learning programs • Articulation agreements • Availability of local resources • Field trips, field experiences, community mentoring programs • Perception surveys • Staff member, family member, student and community member interviews • Allocation of resources • Individual graduation plans • Successful transition data • Media materials • Adviser/advisee agenda • Guidance materials 	Meets criteria for a rating of “3” on this indicator plus:			
	The curriculum consistently emphasizes connections and provides experiences (e.g., advisor/advisee, career planning fair, college fair, career majors) that present a variety of post-secondary education and career options.	The curriculum provides intentional connections (e.g., dual credit courses, articulation agreements, early college courses) to familiarize all students with a variety of post-secondary education and career options.	The curriculum provides some connections that present post-secondary education and career options, but the effort is not intentional across the curriculum.	The curriculum does not provide connections to post-secondary education and/or career options.
	The curriculum intentionally integrates and expands learning opportunities in school and within the community (e.g., mentoring, service learning, shadowing, school-based enterprises, co-op programs) for students to apply skills, knowledge and processes that prepare all students to be self-sufficient and productive citizens.	The curriculum integrates opportunities for application of skills, knowledge, processes and life skills (e.g., budgeting, problem solving, consensus building) that will prepare all students to be self-sufficient and productive citizens.	The curriculum includes some opportunities for application of skills, knowledge and processes that will prepare students to be self-sufficient and productive citizens, but opportunities for application of learning are not authentic.	The curriculum does not include opportunities for application of skills, knowledge or processes that prepare students to be self-sufficient and productive citizens.
	The school curriculum ensures that all students exit the sixth grade with and continue thereafter to develop and implement an Individual Graduation Plan and a career portfolio for use in making a successful transition from high school to adult life.	Each student (grades 8-12) has an implemented Individual Graduation Plan collaboratively developed by the student, parents and advisor. These plans are reviewed and revised annually.	Not every student (grades 8-12) has an implemented Individual Graduation Plan. Student and/or parental input is not always sought for revisions to the plans.	The school does not have Individual Graduation Plans for students (grades 8-12).

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1.1e (continued)	Meets criteria for a rating of "3" on this indicator plus:			
	Language literacy occurs across the curriculum. Native language is taught or used for instructing at all grade levels.	Language and literacy development occurs across the curriculum. The Native language is taught or used for instruction.	Language and literacy development is addressed, but not fully developed across the curriculum. Native language is not addressed.	Language and literacy is not developed across the curriculum. Native language is not taught.
	Cultural aspects are integrated into all instructional areas, tied to at all grade levels.	Cultural aspects are integrated into all instructional areas tied to the world of work and tribal economic development.	Cultural aspects are minimally integrated into all instructional areas.	Cultural aspects are not integrated into all instructional areas.

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DA 1.1f There is in place a systematic process for monitoring, evaluating and reviewing the curriculum. <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> Local school board policies and meeting minutes SYCEP Data analysis summaries/reports School and district curriculum committee meeting minutes School and district staff member and parent school board member interviews 	Meets criteria for a rating of “3” on this indicator plus:			
	The school board analyzes student performance data and reviews their policies and procedures to make data-informed curricular improvement decisions.	The school board has adopted a curriculum policy and school leadership has implemented procedures to address curriculum issues (e.g., curriculum development, alignment and revision; vertical and horizontal articulation; key transition points).	The school board has a curriculum policy and school leadership has procedures to address curriculum issues, but they are not always fully implemented.	The school board does not have a curriculum policy.
	The district initiates collaboration among schools within the district to ensure implementation, monitoring, evaluation and revision (as needed) of the aligned curriculum and to ensure that school staff members are cognizant of the most up-to-date curricular trends.	The district has a curriculum committee that meets regularly and uses multiple indicators of student performance in a systematic process for monitoring, evaluating, reviewing and making recommendations for any needed revisions to the curriculum.	The district has a process for curriculum and revision, but the process is not always fully implemented.	The district does not have a process for monitoring, evaluating, reviewing and/or revising the curriculum.
	Designated school staff members initiate collaboration with other schools to ensure implementation, monitoring, evaluation and revision (as needed) of the aligned curricula of the schools and to ensure that school staff members are cognizant of the most up-to-date curricular trends.	The school has a curriculum committee that meets regularly and uses multiple indicators of student performance (e.g., local and state standards, student performance on classroom and state assessments, student academic needs defined by other sources) to evaluate, monitor and make recommendations for any needed revisions to the curriculum.	The school curriculum committee monitors and revises the curriculum based on a single or irrelevant indicator(s) of student performance.	The school does not have a curriculum committee, or the existing committee never meets.

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1.1g The curriculum provides access to a common academic core for all students. “Common academic core – that is culturally responsive and available to all students.” <u>Examples of Supporting Evidence:</u> <ul style="list-style-type: none"> Curriculum documents Units of study/lesson plans Individual student schedules Student handbook Individual education plans/504 plans Student and family member interviews Individual graduation plans Master school schedule Course syllabi School board curriculum policy 	Meets criteria for a rating of “3” on this indicator plus: The curriculum is challenging and provides expanded opportunities (e.g., field experiences, shadowing, apprenticeships, work-based learning and foreign exchange) in all content areas beyond the common academic core.	A challenging curriculum that addresses a common academic core is available to all students.	A challenging curriculum that addresses a common academic core is offered to only some students.	The curriculum is not challenging or does not provide a common academic core.
	The curriculum elicits higher order thinking and problem solving from all students and provides opportunities for authentic application of these skills.	The curriculum elicits higher order thinking and problem-solving skills from all students at age and developmentally appropriate levels.	Some of the curriculum elicits higher order thinking and problem-solving skills from students at age and developmentally appropriate levels.	The curriculum does not elicit higher order thinking and problem-solving skills from students.
	The curriculum provides interdisciplinary courses to accommodate the learning needs of all students while maintaining expectations for high academic performance.	The curriculum elicits higher order thinking and problem-solving skills from all students at age and developmentally appropriate levels for performance.	The curriculum accommodates the learning needs of only some students and/or does not maintain expectations for high academic performance.	The curriculum does not accommodate the learning needs of students.
	The curriculum standards and expectations in all content areas are identified and communicated to all stakeholders.	The curriculum standards and expectations in all content areas are identified and communicated to all students.	The curriculum standards and expectations in content areas are occasionally identified and communicated to students.	The curriculum standards and expectations in content areas are not identified and communicated to students.

